DOCUMENT RESUME

ED 112 853 52 IR 002 562

TITLE Report on the Leadership Training Institute (LTI) and Leadership in Library Education (LLE).
INSTITUTION Florida State Univ., Tallahassee. School of Library Science.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 75
NOTE 93p.; Report period July 1, 1974 through June 30, 1975

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Annual Reports; Higher Education; *Institutes (Training Programs); *Leadership Training; *Library Education; Management Development; Meetings; Professional Continuing Education; Program Evaluation; Workshops
IDENTIFIERS Leadership in Library Education; *Leadership Training Institute; REFORMA

ABSTRACT

A report on the Leadership Training Institute (LTI) and its successor, the Leadership in Library Education Institute (LLEI), reviews 1974-75 new and continuing activities and provides an assessment of program-activity patterns for the last three years. Activities reported include site visits to training institutes; special meetings of administrators, directors, or evaluators; production of monographs, filmstrips, and training guides; support of REFORMA, a national organization of Spanish-speaking librarians; and support for the production of visual materials. Extensive appendixes contain lists of meetings, site visit reports, a list of LTI/LLEI productions, information on workshops and special projects, activity reports, and an outside evaluator's report. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

LD11622

THE FLORIDA STATE UNIVERSITY

School of Library Science

REPORT ON THE
LEADERSHIP TRAINING INSTITUTE (LTI)
AND
LEADERSHIP IN LIBRARY EDUCATION (LLE)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FUNDED UNDER THE

HIGHER EDUCATION ACT - TITLE II-B

Harold Goldstein, Director

July 1, 1974 - June 30, 1975

2

ER 002 562

This publication was prepared pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare. The material included herein does not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

TABLE OF CONTENTS

	Page
Acknowledgements	i
Introduction	1
Review of Continuing Activities for 1974 - 1975	3
Review and Analysis of the Current Year's Activities	7
A. Specific Activities	
1. University of Maryland	9
2. REFORMA	10
3. Special Activities	10
(a) University of California at Fullerton - Patrick Sanchez	
(b) Westchester Library System - Anne Izard	
4. Dissemination of Materials	11
Assessment	13

Appendix A-1	Comprehensive List of LTI/LLE Activities, 1972-75 - Meetings
A-2	Site Visits
A-3	Micro-Workshops and Special Projects
Appendix B	Educational/Instructional Materials Produced 1972 - 1975
Appendix C-1	LLE/Correctional Institution Workshop
C-2	LLE/Library Training for Native Americans
C-3	LLE/Library Association Executives
Appendix D-1	Site Visit to East Tennessee State University
D-2	Site Visit to Fort Wright College, Spokane, Washington
Appendix E-1 through E-4	Activity Reports (July, 1974 - June, 1975)
Appendix F	Outside Evaluator's Report - Dr. Donald P. Ely

Acknowledgements

The Leadership in Library Education Institute, and its immediate predecessor, the Leadership Training Institute, are indebted to many fellow workers in the library and educational media field - institute directors and staff members, participants, advisory groups, library educators and administrators - for their contributions of time, effort, and understanding toward the implementation of the program of these institutes. Whatever successes may have resulted from the activities of LTI/LLE are due to these persons.

The staff of the LTI in Washington and in Tallahassee, 1972/73, 1973/74, deserve a special note of thanks for their untiring attention to the responsibilities of programs and evaluation. Miss Dorothy Anderson, Coordinator of Programs, Miss Bené Durant, Field Programs Director and Miss Nancy Hines, Secretary (all in Washington), Mrs. Brooke Sheldon, Coordinator of Training Activities, and Mrs. Sheila Lutz, Secretary (Tallahassee) were the "crew" which kept LTI and LLE on course and on schedule. Mr. Frank Stevens, Director of Training, OLLR was constantly a source of help and counsel; without his concerns and participation in a variety of activities, much of what LTI accomplished would have been impossible.

This acknowledgement takes special note of the assistance given by Mr. Dick W. Hays, Acting Associate Commissioner, OLLR during the 1973-74, 1974-75 years of operation of LTI/LLE. His participation at meetings, his support of programs and the availability of his staff were most welcome always.

Dr. Don Ely, LTI/LLE's evaluator as well as contributor/participant

at programs, deserves special mention for his full and enthusiastic cooperation, professional consultation, and his helping hand and words at all times.

Dr. Howard B. Hitchens, Jr., Executive Director, Association for Educational and Communications Technology also has been a special supporter of the Institute as shown by his willingness to undertake the production and distribution of LTI/LLE filmstrips. The exercise of his technical and professional knowledge and experience on our behalf is evident in the quality of those products.

Finally, to everyone who has not been individually or otherwise mentioned, this acknowledgement also bears witness to the appreciation offered by LTI/LLE for their contributions toward the realization of program objectives and patterns. It is hoped that some similar activity will bring together all of these persons -- and many new faces -- in the near future.

INTRODUCTION

In 1974-75 the previously operated Leadership Training Institute was retitled the Leadership in Library Education institute, and its fulltime staff was drastically reduced from a staff of two administrators and one secretary to a part-time director and part-time secretary. Changes in staff necessitated a change in individual responsibilities and assignments in order to achieve the program objectives as stated in the proposal. For the past two years, LTI staff had constantly carried information and expertise to the field via site visits, workshops, and consultations in a variety of called meetings and professional conclaves. It became necessary to curtail much of this personal involvement which had been a vital and appreciated aspect of the short history of this project.

The main thrust of this report will be its attention to an assessment of current and past program objectives. While the Institute has been most fortunate indeed, in having a highly skilled and completely oriented professional educator as its outside evaluator, it is fitting that the present director review and analyse what, in his view, were the strengths and weaknesses of an ongoing, supernumerary activity. Three topics will be considered: (1) a review of continuing activities for 1974-75 from the previous year's program (1973); (2) a review and analysis of the current year's new activities; and (3) an assessment of the three years' function of the program-activity patterns of LTI/LLE.

Assessment assumes a plus/minus result in that the evaluation should, if it is objective, rightly applaud and note successes while at the same time it forthrightly notes and evaluates failures and weaknesses. A program with limited resources and staff faces from its inception a major weakness -- insufficient resources to attain the program objectives which the previous year's staff devised. For example, it was decided early this year that, while funds were limited, there would be sufficient dollars to design and produce additional sound filmstrips, the subjects of which dealt with continuing problems of training in the library and media professions. This decision was the result of the past year's successful ventures (a production list of five items named in the appendices) which were considered attentive to broad aspects of training as well as good samples of current technical and production techniques. This final batch of products will serve to further highlight the continued relationships between ALA, AECT, OLLR, and FSU, which were a mark of LTI. While no dollar value could be assigned to such a serendipitous result, it is obvious that input and output between these agencies on library/media/information science concerns have been greatly advanced through contacts, meetings, and the productions themselves. A judgment as to the value of these joint opportunities which have resulted from LTI's involvement with ALA and AECT would be that a major thrust has been formalized which is potentially capable of addressing even more difficult professional problems in the future.

A variety of relationships has been nurtured through meetings of various types, and other productions besides filmstrips have helped forge links between professional activities in the field and LTI/LLE

in the background. All of these are elements of the assessment to be further expanded in this report.

Review of Continuing Activities for 1974/75

The most unique continuing activity which spanned the several years of LTI operation was the reportage on site visits to federally funded training directors. During each year, a majority of the fulltime, federally funded training institutes was visited by a member of the LTI staff or the Director of Training, OLLR to help provide those institute directors and key staff with candid and objective information about their individual training activities. The visitation consisted generally of these elements: interviews with staff and participants, reviews of facilities and program, culminating in a report which highlighted strengths and problems of the activity. Uniformly, institute directors appreciated the insights and other data supplied them by the visitor and the report; just as surely, LTI staff gained greater understanding of problems and implementation of the programs of institutes, the selection of participants, and the skills and involvements of directors and staffs. (These reports, filed in the Office of the Director of Training, OLLR, are a valuable source for further analysis as well as providing data of current importance about Title II-B institutes.)

Secondly, in the pursuit of continuing activities, key meetings were planned and implemented as basic means to the analysis of major directions in training needs for library and media services. Such key meetings as library association directors, library administrators and educators, institute evaluators, and other special sessions related to

common training problems resulted in a better grasp of institute planning and emergent needs as identified by the Director of Training, OLLR and other staff members of OLLR, as well as LTI staff. While such meetings (inherent in LTI's program throughout its operation) might well be considered standard stuff, they resulted in valuable exchanges, and the content of finished reports of these meetings highlighted a variety of issues relevant to ongoing service and training problems. These separate meeting accounts have been included in annual reports for the past two years; copies of them are on file in the Office of the Director of Training, OLLR.

Thirdly, a series of productions were planned and executed during the years of LTI/LLE. These productions are discrete, yet in toto they reflected attention to both objectives of the institute and several emergent problems and directions in the professional world.

Two print items have become "best sellers": "Using Your Nation's Capitol" and "Planning and Evaluating Library Training Programs." Both of these productions were conceived and executed by staff of the LTI as a result of requests for useful material for institute directors and others needed for the pursuit of individual institute goals. The "Planning and Evaluation" guide reflected considerable attention on the part of the library profession to the concept of evaluation of programs, a concern which was the focus of a federally funded institute at Ohio State University in 1971-72, attended by representatives of the fifty state library agencies. Following this successful experience with principles and practices of evaluation, LTI was constantly besieged with requests for a useful tool which would provide the field with

basic information and techniques on evaluation of programs and services. It is safe to say that the guide produced by LTI met this requirement.

An earlier production, "Using Your Nation's Capitol", was a compendium of resources in Washington, D.C., heretofore relatively unnoted, which proved to be most useful to a larger audience. It, too, has served its purpose well (and no doubt should be updated in the near future).

A major item on the production list was a training guide concerned with communication skills as major determinants of successful training programs. It had been noted by institute directors in the past that communication problems appeared to be fundamental to successful institutes as directors reviewed their abilities to function in leadership roles; they requested assistance from LTI in dealing with this problem. This concern and request was the focus which, in 1973-74, resulted in a package of training materials for distribution to institute leaders. Briefly, this kit (Com-PAC) provided a variety of instructional devices which could help enlarge personal communication skills, based on transactional analysis as the key concept. A number of audiovisual items and a manual for the user comprised the package. Certain elements of the kit, upon later evaluation, were shown to be in need of revision, while other components were found to be satisfactory in their present format. Future institutes should undertake the revision and reissue of this training device to meet the continuing need of increased communication skills efficiency in training activities.

Before Florida State University was granted the LTI, several filmstrips relating to general education problems, e.g. the modern

school and its environment, had been produced. The production of simple but effective items in the form of sound filmstrips was continued into 1973-74 and 1974-75 through the cooperation of AECT in conjunction with LTI. Three filmstrips were produced by AECT ("Building Bridges to the Future", "Go People in Go Colleges", "A New Direction for Libraries") in 1973-74 whose topics were: an illustration of modern childrens' library services in a big city ghetto; the role of learning resources centers in community colleges; and a look at one new community college resource center. These three productions have been well-received, and their distribution is effectively handled by AECT.

Support was offered to a consultant who completed two filmstrips which were distributed by ALA; again, LTI's ability to sponsor such productions has provided useful materials for professional training. The first of these two ALA filmstrips, titled "Helping People Cope", dealt with outreach programs in libraries; the second, "Great Expectations", was an overview of the profession and its many directions, useful to a great range of clienteles as an orientation to libraries as well as a vehicle for discussion of problems and changes in library services.

The final productions, currently underway, will deal with visual literacy (an area of interest and concern to school media specialists as well as other professionals), a filmstrip on networking which reflects current progress and directions ahead for this major development (e.g., the report of the National Committee on Libraries and Information Science), and a third filmstrip on school media center development. These final pieces will be completed by early Fall and distributed through AECT channels.

The foregoing review covers approximately three years of LTI/LLE

activities. Additional events grew from ongoing projects, such as the 1973-74 micro-workshops, the result of some institute directors' suggestions to LTI staff that more interchanges among participants be provided than the original institute proposals allowed. LTI could and did make funds available for such an "extra".

Other meetings and consultations came about through the services given by LTI staff in the discharge of regularly planned programs. For example, it was apparent early in 1973 that a major element of potentially useful information was contained in individual director's reports to the Director of Training, OL.R, which were filed in his office. The LTI undertook a project of reviewing these reports, restructuring them into a standard format, and making them available through ERIC. A consultant, Mrs. Dorothy R. McCarthy, in conjunction with the field director of LTI, completed this most useful project in record time in view of the bulk of materials involved.

From such activities were generated objectives, limited in number in advance of knowing that LTI would be reduced and restructured into LLE, which formed the basis of the 1974-75 program.

A Review and Analysis of the Current Year's Activities

Under the handicap of reduced staff and the elimination of the Washington, D.C. office, it was necessary in 1974-75 to focus on institute objectives from a different viewpoint: a concern for relationships between the few new activities planned and the carry-over/ feedback from previous projects.

In spite of staff reduction, some site visits had to be performed because of the nature of several new institute programs and the fundamental

supportive role of LTI in its past two years. Within the limits of available funds, additional filmstrips relevant to untouched and continuing problems would be produced. Finally, it appeared appropriate that some meetings should be held in order to review previous recommendations, derived by participants, relating to major directions in library training.

The part-time availability of the previous coordinator of training as a consultant helped reduce the gap in personnel, and the Director of Training, LTI undertook a felt mission on behalf of the program's priorities. The continuing availability of the outside evaluator was a great boon in planning and executing several activities, resulting in more effective implementation of the activities of which he was a part.

Two meetings were planned as continuations (repeats of previous meetings); however, it was possible to hold only one. A meeting in November, 1973, in Washington, D.C., of library association executives, had generated fruitful concerns relating to continuing education and development of training programs for regional and state associations. It was felt that a second meeting of this group would be useful, and it was held in Kansas City, Missouri in May, 1975; a report of that meeting is included in the appendix. This second meeting corroborated the Director's (LTI) and evaluator's feelings that association executives were active and constant in their adherence to previously recommended activities.

Two additional meetings were held on subjects which had been the concerns of both the Director of Training - OLLR and groups of institute directors. These two topics were training programs for

native Americans, and for institutional library directors and staffs.

The first meeting on institutional library service brought together a small group of institute directors and consultants to review previous programs and submit their recommendations for future assistance in a report from LLE to the Director of Training - OLLR. This group met in Washington, February 13-14, 1975.

The second meeting, a one-day session, was called during the annual conference of AECT in Dallas on April 16, 1975, and provided a valuable exchange among funded institute directors and consultants, including students, of these training programs. A report of the recommendations for future funding and training priorities was given to the Director of Training - OLLR, and copies were sent to participants.

Activities

A list of specific activities, mainly supported by LTI funds, is given below.

(1) For two successive summers, LTI supported the University of Maryland's "Administrator's Development Program" by providing fellowships for middle management library personnel who were members of minority groups. The allocation of LTI funds to an ongoing program helped provide opportunities for advanced training in a continuing education activity for a selected group of participants who otherwise would not have been able to enroll. Further details on the performance of these selected minority members are available from the Office of the Dean, School of Library & Information Science, University of Maryland.

(2) REFORMA

During the past years, Spanish-speaking American librarians have been attempting to organize a group into a national body which could better provide training support and professional interchanges for their interests than other existing groups; indeed, there was no single major group in existence at the beginning of LTI's activities. An appeal to the Director of Training Programs, OLLR, for help in realizing this purpose was transferred to LTI, which set about planning an initial meeting in April, 1973. This session made possible the formation and regularization of REFORMA as a national organization of Spanish-speaking librarians.

Following this initial effort, LTI/LLE supported REFORMA by making available consultants, providing travel and meeting funds, and supporting wider communications among the various Spanish-speaking library groups throughout the country. REFORMA is now solidly organized and capable of growth and self-maintenance in the years ahead.

(3) Special Activities

Two projects were undertaken this year in support of related activities furthering the general objective of promoting training materials and technical assistance within the limits of budget and staff capabilities.

(a) One project requested funding only to purchase commercially made, 2" television tapes for

reduction to 3/4" video cartridge size. The purpose of the request and the technical change was to obtain a relatively large resource, on many phases of American life and culture, which could be translated into Spanish to serve bi-lingual/bi-cultural training programs, first in California and then elsewhere as demand requested. This support was given to the University of California at Fullerton, where Mr. Patrick Sanchez has directed for several years an institute for the training of Spanish-speaking school media specialists.

(b) The second special project for this program year was limited financial support to Ms. Anne Izard, Children's Services Consultant, Westchester Library System, White Plains, New York. This project is to produce a film and suitable script which will be used to enlist support from the private sector of our society toward the expansion of library services to children in public libraries. The rationale for the support of this project was the problem of currently reduced attention and support in present library services to children.

(4) Dissemination of materials

Throughout this final year of LTI/LLE, requests for the "Planning and Evaluating Library Training Programs"

guide, "Using Your Nation's Capital", and the "1973/74 Annual Report" have been received and filled. In the Fall of 1974, a number of Com-PACs continued to be scheduled and then were returned to LLE.

Considerable correspondence was produced regarding the two LTI/LLE productions distributed by ALA, and these requestes have been routed to Chicago for handling.

It is anticipated that the School of Library Science will continue to fill requests for available materials within the limits of current budgetary constraints.

Assessment

A major responsibility as enumerated in this year's proposal was to consider an assessment of the several years' involvement of LTI/LLE as a program, and as a funded operation of the OLLR. To this end, an initial assessment was prepared by Miss Dorothy Anderson on a consultantcy basis.

An interesting concept has been stated in Miss Anderson's document: the idea of a "back-up" activity useful for two major purposes which are complementary. One major direction was to undertake activities of suddenly-derived importance which could be implemented best by a leadership training institute. A second, corollary activity was to provide leadership training, technical assistance, and other forms of support for other federally funded institutes. In the pursuance of these two responsibilities, LTI began to take on a character of its own which can be described as a central clearinghouse/assistance bureau which also served as a production/information center. Thus, a double-track concept of responsibilities and activities emerged: promotion of the overall mission of OLLR, while at the same time maintaining an integrity of program related to the objectives of LTI.

The assessment which follows should evaluate the ability of LTI to address its basic objectives, while at the same time examining the response of LTI to bureau and field demands. In the opinion of this writer, LTI did well on both counts.

The evaluation process for proposals for funded training institutes provides considerable insight into programs, but not about directors, for which funding is requested. Because proposals are written by many types

of professionals, it is evident that many programs will be selected whose directors are neophytes in regard to successful operation of their institutes. Other directors, with more experience, quickly assumed leadership roles and thus minimized problems in the discharge of their training programs. The calling together, and the dealing with the problems, of these people, was a major approach of LTI which was accounted successful throughout its relatively short operational career.

Evidence to support this viewpoint can be found in response to institute directors' meetings, correspondence and phone calls to LTI in Washington (and the help given via these communications), and the several activities which grew from the basic orientation meeting(s) for directors and staff called by LTI. The manuals (training aids) which were produced in response to requests from the field were considered most useful by these personnel, and thus these productions became an integral part of LTI's contribution. The capability and motivation of LTI staff made it possible for such aids to appear and to be distributed in a timely way, as well as in sufficient scope so as to be valuable to institute personnel.

To return to the problem of variances in institute director personnel, it was LTI's interpretation of implementation of mission to deal with these differences in order to make the resultant training programs more valuable for participants as well as staff. One continuing activity to further this objective was the undertaking of site visits to most of the long term federally funded institutes during two full years of operation, and a limited number of site visits during the third and final year. Earlier comments in this report on site visits refer to the scope and disposition of this activity. This activity is mentioned as an element of assessment to highlight LTI's concern for service to

its constituency.

The selection of proposals for funding, from the start, brought almost immediately to the forefront the problems of variances in topics which produced even greater variances in program activities. A quickly emergent need (which continues today) was that for help in achieving effective communication skills among directors, staffs, and participants as a major condition for successful institute programs. LTI commissioned and implemented the distribution of a skills package to satisfy this request. The kit, Com-PAC, widely used as soon as it was ready, provided materials for use by institute personnel on the interpersonal communications level. As a result of use and evaluation, however, a number of shortcomings were noted in the kit which required modification. Unfortunately, these changes could not be accomplished during the final year of LLE because of budget and lag time in setting up a modification mechanism for the large number of Com-PACs.

A full assessment of the impact of LTI/LLE would of necessity require a study in depth of the funded institutes through interviews, etc., regarding LTI's perceived and actual effectiveness. In lieu of this major study, feedback and secondary data were compiled which must suffice for data. On the whole, these data are positive: long term institute directors, staffs, and participants, when they were questioned about LTI's impact, were generally approving and supportive. On the other hand, for the short term institutes, LTI was almost a non-entity and it had minimal entry and impact on their activities.

Obviously, LTI's activities for long term institute directors, such as site visits, communications with directors, and other means of information and material exchange, were useful because of their continuity.

In the case of short term institutes, the lack of a continuous pattern of directors' meetings and other kinds of contacts made it difficult for LTI to do more than establish an information beachhead. For these shorter programs, LTI was dependent on the interests of directors for subsequent follow-up and continuing relationships. By no means, then, did LTI cover the entire fabric of funded institute operations. Whether or not any such agency as LTI could, is debatable; certainly a staff of only two professional and one clerical personnel in the Washington office could not have undertaken any greater responsibility, nor could they have maintained a more constant communication.

In spite of these limitations, and others which were both real and frequent, LTI managed to gain some respect and visibility during its short career. The visibility was evident in following up initial contacts; respect was implied in letters and through other communications regarding the help and attitudes displayed by LTI staff in the contacts. A number of supporting documents in the files of LTI attest to such satisfactions. One significant evidence is the continuing interest in, and awareness of, the products of LTI/LLE as shown by the number of copies (1,122 total) distributed in 1974/75 of the two publications, and a continuing, steady sales of filmstrips from AECT.

A listing of the site visits performed and a list of LTI/LLE activities are included in Appendix A. It is impressive to note the range of training progrms which were given awards to help overcome continuing professional problems in library services and organizations, and in the education of librarians and media specialists. This wide-ranging list of federally funded activities is only a small portion of the total spectrum of current training activity in the field; yet, in

spite of its limited number, the total awards program over three years is a recognition of a major effort to coordinate, analyze/evaluate, and disseminate training program results which are of importance to the nearly 100,000 members of the profession. These funded training programs represent the best judgment of evaluation panels which have selected them as potentially capable of producing persons who might successfully deal with a myriad of new and changing operational problems. LTI/LLE could do little to put all of these ventures into any sort of continuum of success/failure, basic/advanced, practical/philosophical results in relation to continuing professional needs. Such an evaluation is, in part only, stated in this report. A full statement must come from a more lengthy involvement in the total federal program than merely three years of work by one institute. The federal training program for librarianship and information science is worthy of such detailed analysis.

What then might be, in retrospect, the label or other identification most realistically to be associated with LTI? One such label could be, "an agency for the training of trainers". In most respects, LTI dealt successfully with persons and products concerned with directoral and supervisory roles in training programs. LTI made its mark, if any, in its direct relationships with training staffs and evaluators; other concerns which LTI had for funded institute participants were usually derived from its initial approach to directors.

The "training of trainers" aspect is not new in either federal training operations or in professional/academic programming. Obviously, attention to the needs of directors and key staff members of both short and long term institutes has brought some positive results for the immediate investment as well as for the long term involvement.

If directors and staffs are provided with opportunities to increase their leadership skills, apply these skills to the objectives of their programs so that both the program and the application, upon evaluation, produced a better end product, it is the trainers who have gained the most from the kinds of activities which LTI has undertaken and implemented. For each of the years of its operation, LTI made a big point of initial contact and follow-up communications as basic support services of its operation. The files attest to the amount and value of this kind of outgoing attempt to reach persons at low cost, but yet with every attempt to keep them involved in some kind of training concept. The major difficulty in this approach is the determination of how successful were these efforts in terms of participant behavior and understanding.

Probably this last point presented the greatest difficulty toward the achievement of a major impact for a leadership training institute. Consider the parameters of operation of LTI/LLE: initial contacts of considerable importance (e.g. directors' meetings), but not continuing, equally full contacts; numerous short span communications, yet no fully implemented follow-up opportunities; much attention to institute evaluation, yet no pooling of these evaluations for consideration and use. Because of many constraints, the user (participant) group was the least evaluated; yet the process of evaluating the user would be the most complex and expensive aspect of evaluation.

To determine patterns and results, both positive and negative, of institute programs, a future LTI, then, might well be not only a clearinghouse/communications center to support and assist funded institutes, but it also must be a working center with as many links to the field as there are funded institutes. After LTI's three years of limited

exposure yet continuous attempts to maintain contacts, it appears logical that a major central agency at the federal level concerned with support and evaluation of programs is called for if the work of LTI, 1972-1975, is to be built upon and made more applicable to changing professional demands and continuing training needs. No limited number of products can be equated with meetings focused on continuing follow-up (continuing education, actually) of the progress and problems of institute directors and participants, even though such products have been stated to be useful.

The assessment was aided greatly by the reports of LTI's evaluator, Dr. Donald P. Ely. In his evaluation of the 1973-74 program year, Dr. Ely noted that this institute achieved most of its goals, and in this achievement, LTI made its mark through its productions, its program meetings, and through the zealous efforts of a devoted staff. Without staff, the efforts of a parttime director and halftime secretary, while sincere and ongoing, are of necessity too limited in scope compared to the size of the responsibility to be any more than minimally effective. Any credit for the achievements and the role of LLE in 1974-75 belongs to those professionals who participated, on call, at a limited number of meetings and who provided useful input through reports. Yet, this final year helped crystallize some of the activities of the previous two years; with this result in mind, LLE can be adjudged again one useful element within the total federal training effort.

It is recommended, therefore, that a future LTI be organized to implement the major function of "training of trainers" with sufficient staff and resources to operate an inservice training program for institute directors and staffs, both short and long term. The LTI would evaluate

the growth of directors and staffs in the discharge of their individual institute objectives and the success of participants upon completion of institute programs. Additionally, the LTI would focus on professional problems as these are identified by leaders and workers in the field, and such identification would be related to programs for institute personnel. Such an LTI would come close to being a training center whose potential at the national level for the library and related professions could be of the utmost importance for continuing training for professional needs in the late 70's and 80's. If improvement of the capabilities of library/media personnel is an important concern at the national level, only a major leadership training and evaluation program can suffice in the Office of Libraries and Learning Resources.

APPENDIX A

Appendix A-1: Comprehensive List of LTI/LLA Activities, 1972-75 -- Meetings

A-2: Site Visits

A-3: Micro-Workshops and special projects

APPENDIX A-1

COMPREHENSIVE LIST OF LTI/LLE ACTIVITIES
1972-1975

MEETINGS*

1972-1973

Advisory Committee on Paraprofessional Training

Advisory Group on Library Training Guidelines

Leadership Training Institute and USOE Regional Program Officers

Leadership Training Institute and Directors/Staffs of Urban Information Institutes

Leadership Training Institute for Directors/Staffs of Paraprofessional Institutes

Leadership Training for Directors/Staffs of Media Specialists Insitutes

Leadership Training Institute Staff and Key Members of REFORMA

1973-1974

Leadership Training Institute for Directors/Key Faculty of Library Institutes

Seminar for Evaluators of Library Institutes

Training for Library Service in the 70's: The Role of Library Associations

Seminar: The Role of Library Educators and Administrators

The LTI professional staff also participated in ALA Midwinter meeting, Chicago. LTI activities included REFORMA meetings, presentation of Com-PAC program at PLA Continuing Education meeting, Urban Information Specialists Programs, LTI staff meetings. Appointments were scheduled with institute directors and other library leaders to examine and discuss the Com-PAC program.

1974-1975

LTI meeting at ALA for new institute directors. LTI staff conducted sessions in which participants from

Indian training programs and Chicano educational programs were interviewed and video-recorded.

Correctional Institution Library Training -- Its Impact and Its Support

Review of the Impact of Library Media Training Institutes for American Indians, with Recommendations for Future Implementation

LTI & Library Association Directors: Role of Library Associations in Training for Library Services -- 1975-1980.

---

*Additional information (agendas, participant lists, final reports) on each meeting may be obtained from LTI/LLE annual reports for each respective year.

APPENDIX A-2

SITE VISITS

1972-1973

Case Western Reserve University: Public library services to the Urban Disadvantaged.

Highline Community College, Midway, Washington: Training of library paraprofessionals at the AA level.

University of Wisconsin, Milwaukee: Public library service to inner cities.

East Tennessee State University: School media program for rural disadvantaged youth in Appalachia.

Fisk University: Internship in Black studies librarianship: A pilot project.

California State University, Fullerton: Graduate education for Mexican Americans: school library media specialist.

North Carolina Central University: Library services to "non-reading" preschool children with emphasis on early childhood education.

Burlington County College, New Jersey: Training of parolees, minority group members and veterans as educational media and library technicians.

1973-1974

Voorhees College, Denmark, South Carolina: Institute to train veterans for AA degree in library science.

District 12 (South Bronx), Board of Education, City of New York: Institute for training of paraprofessionals.

Columbia University: Training media specialists for inner-city public libraries.

Coahoma Junior College, Clarksdale, Mississippi: Library improvement and skill Training (library technical assistant).

Indiana University: Education in librarianship in urban community colleges.

University of New Mexico: Training library aides in pueblo Indian schools.

University of Arizona: Indian graduate librarianship institute.

Burlington County College, New Jersey: Educational media technician institute.

1974-1975

East Tennessee State University: Training of school media specialists for service in open-concept schools in Appalachia.

Fort Worth College, Spokane, Washington: Library Technical Assistants' training institute for native Americans.

LTI/LLE provided travel and per diem funds for Mrs. Grace Dunkley's (University of Southern California) site visit to Dr. Norman Higgins' Institute at Arizona State University.

LTI/LLE also provided travel and per diem funds for Ms. Christina B. Glass, El Paso Public Schools, to consult with Dr. A. Trejo, University of Arizona, re a review of the library science curriculum as it pertains to Spanish-speaking/ Spanish surnamed Americans.

APPENDIX A-3

MICRO-WORKSHOPS

1972-1973

"Social Interaction Skills" for library paraprofessional trainees, University of New Hampshire, Merrimack Valley Branch.

1973-1974

California State University, Fullerton

Case Western Reserve University

University of Toledo

Columbia University

Case Western Reserve University at Columbia

"Developing awareness of Community Resources" -- Bridgeport (Conn.) Public Library Classroom & Nebraska Empathetic Library Service Institute, Session II.

SPECIAL PROJECTS SUPPORTED BY LLE

1972-1974

Financial support to the University of Maryland's "Administrators' Development Program" by providing fellowships for middle management library personnel who were members of minority groups.

1974-1975

California State University-Fullerton. Financial support was provided to purchase commercially made, 2" television tapes for reduction to 3/4" video cartridge size; tapes represented a large resource on many phases of American life/culture which are to be translated into Spanish for use in bi-lingual/bi-cultural training programs.

Westchester Library System, White Plains, New York. Limited financial support was provided to Ms. Anne Izard to produce a film and suitable script which will be used to enlist support from the private sector of our society toward the expansion of library services to children in public libraries.

APPENDIX B

Educational/Instructional Material
Produced 1972-1975

APPENDIX B

EDUCATIONAL/INSTRUCTIONAL MATERIAL PRODUCED 1972-1975

Publications

Planning and Evaluating Library Training Programs. Edited by Brooke Sheldon (2nd printing). The handbook includes sections on the management of training, setting goals, operational and behavioral objectives; criteria for evaluation of training programs; descriptions of evaluation programs currently in use; and various techniques for improving ongoing planning and evaluation procedures in training. It is being used as a text by some library schools and institutes, and has been cited as an authoritative guide in its field.

Using Your Nation's Capital. An indexed guide of 214 pages to a sampling of media sources from government and non-government organizations in the District of Columbia.

Annual Reports. Narrative and evaluative reports on LTI/LLE for 1972-73; 1973-74.

(All reports produced by LTI/LLE have been filed with the Director of Training, OLLR)

Filmstrips

"Building Bridges to the Future": Action Library, Philadelphia, Children's Library Services.

"Go People in Go Colleges": Learning Resource Centers, Community College.

"A New Direction for Libraries": Corning, New York, Community College.

The above three filmstrips have been distributed to key library agencies throughout the country, and are available through the Association for Educational Communications and Technology (AECT) at a nominal charge to cover distribution costs only.

"Networks for Learning": Concepts of networking of information services.

"Tell Me What You See": Visual literacy program.

"New Chances": School media program directions.

These filmstrips will be distributed in the Fall of 1975 to

key library agencies throughout the country and will be available through AECT a a nominal charge to cover distribution costs only.

"Helping People Cope--Personalized Library Services and Materials for the Culturally Different and Poor". Filmstrip, cassette, and 72-page user's manual. Designed to give assistance to librarians and other library workers in providing services to the disadvantaged. Distributed by ALA.

"Great Expectations". An overview of the library profession, with user's manual. Distributed by ALA.

"Investing in a Modern Miracle". A film to be used to enlist support from the private sector of our society toward the expansion of library services to children in public libraries.

APPENDIX C

Appendix C-1: LLE/Correctional Institution Workshop -- List of invited participants and agenda

C-2: LLE/Library Training for Native Americans meeting -- List of invited participants and agenda

C-3: LLE/Library Association Executives meeting -- List of participants and agenda

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

APPENDIX C-1

LIST OF INVITED PARTICIPANTS - LLE/CORRECTIONAL INSTITUTION WORKSHOP

Washington, D.C.
February 13-14, 1975

Doreitha Madden New Jersey State Library 185 W. State Street Trenton, New Jersey 08625	Confirmed
Henry Michniewski New Jersey State Library	Regrets
Susan Madden, Librarian King County Public Library Seattle, Washington 98104	Regrets
Lesta Burt Sam Houston State University Huntsville, Texas 77340	Confirmed
Andree Bailey Florida State Library Tallahassee, Florida 32301	Confirmed
Lorenz Gude Burlington Community College Pemberton, New Jersey 08068	Confirmed
Margaret Hannigan 1166 St. Paul Avenue St. Paul, Minn. 55116	Confirmed
Don Ely, CSIE 130 Huntington Hall Syracuse University Syracuse, New York 13210	Regrets

37/3R

LEADERSHIP IN LIBRARY EDUCATION – Funded by the Division of Library Programs, USOE

Ph. (904) 644-3772
644-3850

Participant List con't
LLE/Correctional workshop

Dorothy Anderson
400 Seward Sq., Apt. 23
Washington, D.C. 20003 — Confirmed

Harold Goldstein, Director
Leadership in Library Education
Florida State University
Tallahassee, Florida 32306 — Confirmed

Frank A. Stevens
Director of Training
Office of Libraries and Learning Resources
DHEW-OE
Washington, D.C. 20202 — Confirmed

Tentative Agenda

"Correctional Institution Library Training - Its Impact and Its Support"

Thursday a.m. (2/13/75)

I. Background

A. Previous training programs

B. Current activities - levels, numbers, etc.

C. Results of past and current instructional activities

Thursday p.m. (2/13/75)

II. Library Services in Correctional Institutions

A. The Librarian - skills, competencies, attitudes

B. Corrections officials - attitudes, competencies

C. Relationships with library education programs and personnel

D. The Institutional learning resource center - Why, What, How?

E. Services - design, implementation, evaluation

Friday a.m. (2/14/75)

III. Support for Future Training for Correctional Institution Service

A. Institutional budgeting

B. Library education programs

C. Other potential sources of support

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

APPENDIX C-2

LIST OF INVITED PARTICIPANTS - LLE/Library Training for Native Americans

Dallas, Texas
April 16, 1975

Sister Roseanne Nolan
Fort Wright College
Spokane, Washington 99204 — Confirmed

Norman Higgins
Library Training Institute for
American Indians
Dept. of Educational Tech.
and Library Science
Arizona State University
Tempe, Arizona 85281 — Confirmed

Lotsee Smith
College of Education
Learning Materials Center
University of New Mexico
Albuquerque, New Mexico 87106 — Confirmed

Donald Dickinson
Graduate Library School
College of Education
University of Arizona
Tucson, Arizona 85721 — Confirmed

Donald P. Ely, CSIE
130 Huntington Hall
Syracuse University
Syracuse, New York 13210 — Confirmed

Jean Coleman
Office of Library Services to
the Disadvantaged
American Library Association
50 E. Huron Street
Chicago, Ill. 60611 — Confirmed

LEADERSHIP IN LIBRARY EDUCATION – Funded by the Division of Library Programs, USOE

Ph. (904) 644-3772
644-3850

Participant List con't
LTI/Native Americans

Bud Sahmunt
Room 406
Goldstar Building
Oklahoma City University
Oklahoma City, Okla. 73114 — Regrets

Lee Antell
Office of Indian Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202 — Regrets

Frank A. Stevens
Director of Training
Office of Libraries & Learning
Resources
DHEW-OE
Washington, D.C. 20202 — Confirmed

Plus five students currently enrolled in the LTI for American Indians at Arizona State University.

AGENDA

REVIEW OF THE IMPACT OF LIBRARY MEDIA TRAINING INSTITUTES FOR AMERICAN INDIANS, WITH RECOMMENDATIONS FOR FUTURE IMPLEMENTATION

April 16, 1975

The Baker Hotel -- Camellia Room
Dallas, Texas

A. Opening Statements

(1) Statement of objectives and desired outcome of meeting -- Goldstein

(2) Statement of USOE's role, interest, need, etc. -- Stevens

B. Review of Current Media Training Institutes for American Indians

Overview of programs -- Dickinson/Higgins/Smith

[Informal presentation (15-20 min. max. each presentation) should include:

(1) Objectives of institute
(2) Curriculum of institute
(3) Special features -- i.e. specially designed courses, practicums, internships, or site training, etc.
(4) Results
(5) Conclusions -- strengths, weaknesses of each program]

C. Summary of New/Current Programs

D. Redesign the Three Models for Maximizing Impact

(1) Objectives
(2) Curriculum
(3) Methods

E. Recommendations for Future Implementation

(1) Recruitment of desirable students
(2) Coordination with other agencies (tribal officials, etc.)
(3) Financial support: federal, state, local, private

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

APPENDIX C-3

LIST OF PARTICIPANTS - LLE/Library Association Executives

Kansas City, Missouri
May 15-16, 1975

Margaret Myers
Executive Secretary - LED
American Library Association
50 East Huron Street
Chicago, Illinois 60611 — Confirmed

Donald P. Ely, Director
Center for the Study of
Information & Education
130 Huntington Hall
Syracuse University
Syracuse, New York 13210 — Confirmed

Matthew R. Wilt
Executive Director
Catholic Library Association
461 W. Lancaster Avenue
Haverford, Pennsylvania 19041 — Confirmed

Stefan B. Moses
Executive Director
California Library Association
717 K Street
Sacramento, California 95814 — Confirmed

James A. Harvey
Executive Secretary
Illinois Library Association
716 N. Rush Street
Chicago, Illinois 60611 — Confirmed

Marion Mitchell
Executive Mecretary
Southwestern Library Association
7371 Paldao Drive
Dallas, Texas 75240 — Confirmed

LEADERSHIP IN LIBRARY EDUCATION – Funded by the Division of Library Programs, USOE

Ph. (904) 644-3772
644-3850

Participant List con't
LLE/Lib. Assoc. Exec.

Jerre Hetherington
Executive Secretary
Texas Library Association
P.O. Box 505
Houston, Texas 77001 — Confirmed

Frances H. Pletz
Executive Secretary
Michigan Library Association
226 W. Washtenaw
Lansing, Michigan 48933 — Confirmed

Sister M. Constance Melvin
Mary Wood College
Scranton, Pennsylvania 18509 — representing Nancy L. Blundon; Pennsylvania Library Assoc. Confirmed

Dorothy J. Anderson
400 Seward Square, S.E. #23
Washington, D.C. 20003 — Confirmed

Dadie Perlov, Director
New York Library Association
60 E. 42 Street, Suite 1242
New York, New York 10019

Dennis Day
Ohio Library Association
Troy-Miami County Public Library
301 W. Main Street
Troy, Ohio 45373 — representing A. Chapman Parsons; Ohio Library Association Confirmed

Frank A. Stevens
Program Manager
Office of Libraries and
Learning Resources
DHEW-OE
Washington, D.C. 20202 — Confirmed

Harold Goldstein, Director
Leadership in Library Education
School of Library Science
Florida State University
Tallahassee, Florida 32306 — Confirmed

Tentative Agenda

ASSOCIATION DIRECTORS MEETING
Kansas City, Missouri

May 15-16, 1975

Thursday, 5/15

9:00 a.m.	Welcome & Introduction
9:30 a.m.	Group Reports
10:30 a.m.	Break
10:45 a.m.	Problems -- Association activities and continuing education
12:00-1:30 p.m.	Lunch
1:30 p.m.	Association activities -- continued; CLENE, etc.
3:00 p.m.	Break
3:15 p.m.	Small group discussions: Association training activities designs
4:15 p.m.	Adjournment

Friday, 5/16

9:00 a.m.	Priorities: Training activities for Associations -- 1975-1980.
12:00 noon	Summary/Adjournment

APPENDIX D

Appendix D-1: Site Visit to East Tennessee State University; Harold Goldstein

Site Visit to East Tennessee State University; Betty Grebey

D-2: Site Visit to Fort Wright College, Spokane, Washington; Dorothy Anderson

LEADERSHIP IN LIBRARY EDUCATION SITE VISIT REPORT

"Training of School Media Specialists for Service in Open-Concept Schools in Appalachia"

East Tennessee State University
Site Visit Dates: March 6-7, 1975

PROBLEM

This institute is a pre-baccalaureate/post-baccalaureate degree one for school media specialists, with ten participants. Of the current group, two are undergraduates working towards the bachelor's degree.

PARTICIPANTS

All students were interviewed about their progress in the training program and their perceptions to-date. All of the students spoke freely in response to questions about awareness of goals, statements of their responsibilities, faculty/student interactions, and specific problems related to content, methodology and relationships.

The group was impressive in its expression of interests, abilities, and experiences, considering the nature and location of the training institute.

No minority participants were enrolled in this year's program, nor do the visitors know whether, indeed, any such persons applied for the training program. The group is mature, aware, and generally relate well to each other and to the problem. The range in age is from almost 50 years, the oldest participant, to 23 years, with the median about 32 years of age. Backgrounds varied considerably, although most of the students have had some teaching experience. One person came to the program completely from outside the educational community, while another participant worked for two years in a variety of small libraries other than in schools.

PROGRAM

The Division of Library Science is in the Department of Education within the East Tennessee State University.

The institute plan calls for the completion of the M.A. or B.A. in school media specialization. The specific grant requirement

added the dimension of preparation for, and internship in, schools in the region which operate on the open-concept plan--elementary, middle, and junior high. All students are required to follow the common program with the added internship/seminar related to institute objectives.

The institute operates according to the plan in that the participants are provided with a variety, indeed suprisingly innovative, educational experiences. The seminar which prepares for and relates to the internship and supervisors of interns is currently allied to the operations of open-concept schools within the area of involvement by the department.

COMMENTS

Each student was interviewed by Harold Goldstein and Mrs. Betty Grebey, together.

Students were forthright and thorough in their answers to a limited number of questions about their perceptions of progress and problems. None seemed to be concerned about repercussions although one participant seemed unduly nervous about being interviewed. An honest estimate of the situation is that the group seems to be getting their "money's worth" in training and faculty concerns related to their progress as students. A frequently voiced concern related to the job market in the area since many of them are required to stay in Johnson City and its nearby area because of family and other commitments.

No adverse comments were offered, although the question was asked, about poor or any ineffectual faculty/student interactions.

Enclosed are faculty reactions to checklists of priorities and activities.

RECOMMENDATIONS

The program seems well-operated in view of the limited faculty resources and overall institutional limits on study areas, library science services and other amenities.

Dr. Goldstein noted a good supply of audio-visual equipment pertinent to the nature of the program; however, no opportunity was provided to observe the use and/or competencies displayed in equipment utilization. If available positions in the near future are suitable to support graduates, the program should be continued

because it offers opportunities in an area of limited total educational activities.

Harold Goldstein

Harold Goldstein, Director
Leadership in Library Education Institute
Florida State University
Tallahassee, Florida

HG/sl

LEADERSHIP IN LIBRARY EDUCATION SITE VISIT REPORT

"Training of School Media Specialists for Service in Open-Concept Schools in Appalachia"

East Tennessee State University
Site Visit Dates: March 6-7, 1975

PROBLEM

The training of school library personnel to serve in the schools of rural Appalachia which have traditionally lacked centralized library services and trained librarians.

PEOPLE

There are currently ten students participating in the Institute. Most of the students are, or were originally, from the Appalachian area and all but three expressed desires to remain in the general region upon graduation.

The participants were chosen for the Institute from the following categories:

(1) Students who had interrupted their education due to the lack of funds.

(2) Certified teachers who desired library media certification.

(3) School library personnel who wished an advanced degree and/or a continuing education program.

(4) Students who lacked a B.S. and expressed a desire to enter the school library field.

Two of the students were working on the undergraduate level and there was one experienced school library/media person in the program. Additional background information on all of the students is given in the attached Opening Day Report and vitas.

PLAN

The goal of this one year institute is to train and certify school library/media personnel to work in the disadvantaged schools of Appalachia. The open school concept is also a program stipulation.

The education and training is offered on both the undergraduate and graduate levels with the undergraduate curriculum being necessary for certification. Because of this last requirement, several students were taking courses on both levels.

Students are required to take all of the courses on their particular level and there seems to be little opportunity for electives. Each student also participates in a supervised practicum experience for six hours per quarter. The school assignments are rotated which gives the students practical experience in different school atmospheres.

There is continuous evaluation of the students and there are comprehensive final tests. No distinction is made between the regular and Institute people, nor in their program.

There are eight schools participating in the Institute and three of these were visited. All were open-concept schools. Two of the students were observed during their practicum assignments and their master teachers expressed pleasure and satisfaction with the students' training and capabilities to fulfill professional duties.

The Institute is following its program statement and no modification is necessary.

PERCEPTIONS

Staff

Mrs. Elise D. Barrette is an enthusiastic, dedicated educator committed to trying to meet the school library personnel needs of a deprived region through this Institute. Miss Dorothy Laird and Mr. Busbin, the other members of the staff, are supportive of Mrs. Barrette's philosophy and feel that, though limited to the school field, the department's curriculum offers an excellent opportunity for library certification and training.

Students

1. Many of the students expressed fear that they would be unable to find library positions in the immediate area upon graduation.

2. The standards in the library science department are higher than those of other departments within the university.

3. The Institute was the only way that most of the students could have received this education because of their fiscal constraints.

4. The open school concept was fully accepted as useful and meeting a current educational trend.

5. Students are friendly.

6. The faculty are all friendly, helpful, concerned, well-rounded, and up-to-date.

7. On-the-job experience is a good experience and one of the program's strengths was "getting out in the schools."

8. Staff gives effective library problems.

9. Practicum was seen as "a practical insight to job realities, an expansion of course work, as a review, and very valuable."

10. Students felt "well-prepared to go out to a school."

RESULTS

Two of the students were working toward a B.S. degree and three of the graduate students were required to take the undergraduate curriculum with their graduate work to meet the certification requirements. All other pupils were studying for their masters degree. Several students will not complete their educational program by the end of the Institute and voiced concern about the availability of funds for the next year.

RECOMMENDATIONS

Students

1. There could be better coordination between the three literature courses.

2. Recent trends in literature would be useful.

3. Little is done on the secondary level and there should be more study in this area, even if the majority of the students are interested in elementary schools.

4. More orientation would have been helpful in understanding the program.

5. Visits to various situations prior to the practicum assignment would be helpful.

EVALUATOR

Funding for those students unable to complete their degrees before the end of the Institute should be made available by the Office of Education or East Tennessee University.

This problem is not a new one. In light of today's economic stress and the possible curtailment of local and federal funding programs, perhaps only people who can complete their degree work in one year should be admitted to a one-year institute.

Betty H. Grebey

Betty H. Grebey (Mrs.)
Library Coordinator
Downingtown Area School District
(Pennsylvania)

BG/sl

[The following is a PROCESS report, so the headings used below reflect only the current situation. For background information, please refer to the original proposal or plan of operation.]

SITE VISIT REPORT
Library Technical Assistants' Training Institute
Fort Wright College-Spokane, Wash.

April 1-2, 1975

PROGRAM, PURPOSE and PARTICIPANTS

The Library Training Institute for post high school Indian men and women is nearing the end of its first year of operation, with eleven students still participating.

The program design of this institute was carefully planned. A very energetic recruiting effort was made in spite of the short time available. All staff members I met were unusually sensitive to and respectful of Indian heritage and were becoming increasingly sensitized to the particular attitudes of these Indian participants, e.g.:

> Most of the students (unlike many Indian students in the Southwest) speak no tribal languages and are not very tradition oriented except perhaps in their negative yet expectant attitude toward the "establishment" as symbolized by the BIA and the (Catholic) church.

As of this month, several students have been dropped from the program (or simply disappeared) perhaps as a result of the following almost unavoidable factors:

(a) lack of a counselor in the beginning of the program, in spite of a search for an experienced Indian to fill this post;

(b) expectations of stipend money being available on demand for a variety of purposes -- transportation, clothes, living costs, etc.;

(c) some felt prejudice from white students on campus;

(d) homesickness;

(e) library courses and the prospect of library service proved to be difficult or uninteresting;

(f) Delinquent pattern in one student resulted in a car theft and her subsequent disappearance.

Six of the eleven students in the program now are doing well academically and those I talked with were sincere, intelligent and eager to continue. They have demonstrated their ability and interest during the January practicum.

There is, however, a small cluster of young participants whose immaturity is evidenced in constant dissatisfaction with the program, the institute administration, the college environment (with its lack of social opportunities for Native American students, etc.). While this overwhelming interest in the social and financial aspects of the program does not seem altogether unnatural in freshman level students, the attitudes expressed by these few (e.g. refusal to attend class) has tended to lower morale among all the institute participants.

PROBLEMS

I observed the usual problems which are common to experimental programs designed to train members of minority groups for library service, e.g.:

1. Insufficient recruiting time, resulting in the enrollment of students who are Native Americans, BUT - are often

    (a) too young to make a suitable career choice
    (b) uninformed about libraries or library service
    (c) likely to take advantage of the opportunity to "get away from home" and receive a stipend.

2. Conflict in personal/professional objectives of students and personal/professional objectives of program staff -- as a result of --

    (a) cultural differences, attitudes
    (b) communications breakdown
    (c) protest/demand syndrome of minority students
    (d) unfamiliar and sometimes difficult content of course work and other requirements.

3. Differences in perception of program goals, personality expression and professionalism amongst

institute staff, director, counselor, teachers and other college administrators.

RECOMMENDATIONS

General:

1. Suggest that other paraprofessional programs (being considered for funding) propose to seek out older participants for AA-level training. In other programs we have visited, the more mature students tended to apply themselves to their studies and usually planned to return to their own communities (or reservations, pueblos, etc.) as library (support) staff.

2. In most cases, it is essential to hire an experienced, qualified counselor to work in a personal/professional level with the students from the very beginning of the program. It is especially helpful if the coach/counselor can relate to the students as a person (Indian, man, woman, Black, etc.) and relate equally well to the educational goals of the program. A counselor who understands group psychology could help channel negative "mob" reactions into positive intelligent individual action.

3. Training for Native American students is probably most effective when conducted on or near the reservations or communities from which they come.

4. When possible, distribution of stipends and travel money should be handled through the regular college bureaucracy rather than by the Library Institute administrator. This more remote association with fiscal matters is very desirable since persistent personal requests for money can create parent/child feelings and complicate the professional and educational relationship between staff and students.

Specific:

1. Different underlying philosophies emerged as each professional person involved with the institute came face to face with the many difficulties involved in the management of this educational

experience for Indian students. Unreached program objectives were tolerated more readily from those of the staff and administration who had less actual responsibility for program accountability (to USOE and to the students in an educational sense). An intensive workshop with all professionals involved, to work out clear definitions of objectives and expectations and to develop problem solving strategies might help reconcile these differences.

2. The present realities of the situation would suggest that Sister Roseanne Nolan call a meeting with Kathleen Ross, SNJM Academic Vice President, Susan Dougal, SNJM Academic Advisor and Joseph Piapot, Coach-Counselor to define eligibility for summer enrollment of institute students (in light of original program objectives).

   The students really deserve to know where they stand, and what may be the specific consequences of lack of credits, non-attendance, incomplete practicum, etc.

   Perhaps Kathleen Ross in her position as Academic Vice President could notify each student of his/her standing and require that each make an appointment with Susan Dougal for individual program evaluations.

   Now is definitely the time for clarification of these issues -- before the end of this semester.

3. It would seem necessary at this point to cull out those students who are not interested in library service or who cannot or will not fulfill program requirements.

4. In retrospect, it is important that criteria for continuance in the program be sharply defined and explained to students at the very start of the program.

5. Academic Advisor Susan Dougal, SNJM, is in a good position now, because of her new relationship with the students, to continue her increasingly realistic and interested approach to advising the students individually and as a group.

6. Joseph Piapot as counselor may be able to help the students adjust to the realities of their

educational commitment as they face the problem of whether or not they can continue in the program.

I am grateful to each of the above people for their candid perceptions of the program.

Respectfully submitted,

Dorothy J. Anderson

Dorothy J. Anderson
Consultant

DA/sl
4/23/75

APPENDIX E

Appendix E-1: LLE Activity Report (July-September, 1974)

E-2: LLE Activity Report (October-December, 1974)

E-3: LLE Activity Report (January-March, 1975)

E-4: LLE Activity Report (April-June, 1975)

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

December 4, 1974

LEADERSHIP IN LIBRARY EDUCATION
Quarterly Report
July 1 - September 30, 1974

Major activities for the first quarter of the fiscal year were the winding up of the extended period granted from the previous year's operation. During this time, Dorothy Anderson, Brooke Sheldon, and Bene Durant completed the annual report (copies of which have been mailed), closed out various project ends such as filmstrip production (AECT), completed materials for Dr. Don Ely, LTI's outside evaluator, and prepared position statements for the remainder of LLE's operational year.

A visit by Mr. Frank Stevens and Miss Dorothy Anderson in late July to Tallahassee was made for the purpose of reviewing the project program for basic planning to initiate the current year's activities. They inspected the quarters obtained in Tallahassee to replace the closed Washington, D.C. office and both consulted with various members of the School of Library Science faculty.

By the end of this first quarter, general plans were laid to implement the program statement given in the funded proposal.

The completed annual report was sent to the printer in August and the final product was available for distribution and mailing in September. Some 300 copies were mailed to library leaders, association personnel, library school deans, state library agencies, directors, major public and academic libraries and others in the library-media profession.

It should be mentioned that the first activity of the new program year, literally, was the staging of a meeting in New York - ALA for new institute directors. The resident staff of LTI conducted a full evening orientation and carried on subsequent sessions in which participants from Indian training programs and Chicano educational programs were interviewed and video-recorded; they also helped provide an evaluation of the year's funded institutes. Dr. Don Ely participated fully in this session for institute directors.

At the close of the quarter, plans were underway for implementing continuing activities as stated in the proposal.

HG/sl

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

December 4, 1975

LEADERSHIP IN LIBRARY EDUCATION
Quarterly Report
October - December, 1974

Miss Dorothy Anderson was retained as a consultant from the end of the previous quarter into this quarter to provide continuity in the planning of program objectives consistent with the proposal for 1974-75.

Mr. Stevens and the Director attended the Southwestern Library Association meeting in Galveston, Texas, October 16-18, 1974 to consult with institute directors in the Southwest who were in attendance at this meeting. The attendance at this meeting made it possible to discuss planning of LTI-LLE's projects at one spot rather than requiring several trips to various locations.

Dr. Goldstein attended the Florida Assocation of Media Education (FAME) meeting, October 24-26, 1974 (St. Petersburg, Florida) to discuss additional distribution of the community college filmstrip with community college media directors and to further the role of LLE in Florida through its home at Florida State University.

In middle November the Director met with Mr. Stevens in Washington, D.C. to plan further the immediate future activities of LLE. The Director attended a day and a half of the International Federation of Library Associations (IFLA) meeting in Washington; discussed with library education leaders some problems of current trends in library education which may have relevance for this institution.

He attended also the annual advisory committee meeting of the Center for the Study of Information and Education (CSIE) in Syracuse, New York.

Plans are being made now for meetings in January, February and March, (1975) on the topics of continuing education, library association directors, corrections institutes programs and possibly training for Indian media specialists in accordance with stated objectives of LLE.

During both quarters (July-September; October-December), Com-PAC has been scheduled and mailed to various institutes on loan for thirty-sixty day periods. These mailings will continue throughout the program year.

HG/sl

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

April 7, 1975

LEADERSHIP IN LIBRARY EDUCATION
Quarterly Report
January - March, 1975

The first activity for the Leadership in Library Education institute in the third quarter of the year was a series of meetings with directors of federally funded institutes who were in Chicago attending the ALA Midwinter meeting. Frank Stevens, Director of Training, Harold Goldstein, Director of LLE, met with a number of institute directors to discuss implementation of programs and services which could be rendered by the LLE institute.

During this quarterly period, LLE conducted one workshop on correctional institution library services in Washington, D.C., February 13 - 14, 1975. A report of this meeting is attached. Participants at this meeting were directors of correctional institutions library services training programs at three levels (masters, continuing education, paraprofessional) whose viewpoints and recommendations were sought as guidelines for directions of training and future implementation.

The Director met with Mr. Howard Hitchens, AECT, during the corrections meeting to discuss future production of audio-visual materials consistent with LLE objectives and program priorities. Plans for such productions are underway within the limits of the current year budget. Details of these items will be sent as soon as specific topics have been selected and production is underway.

The third activity was a site visit to East Tennessee State University which is conducting a year-long institute for the training of media specialists to serve in open-concept schools in Appalachia. Mrs. Betty Grebey, Coordinator of Library Services, Downingtown Pennsylvania School District, was the consultant who, along with the Director of LLE, visited intern activities and interviewed students at the University in Johnson City. The site visit was a valuable experience in its provision of an opportunity to examine at first-hand, an interesting program in an area of developing educational methods and media services. Copies of the site visit report will be mailed shortly to the Director of Training.

Miss Dorothy Anderson served as a consultant for several days to conduct a site visit to King County Public Library and

to the institute at Fort Worth College of the Holy Name. Her report will be sent to the Director of Training and to the Leadership in Library Education office immediately upon completion of her visit which is scheduled for March 31 - April 2.

A subcontract was executed with Ms. Virginia Mathews for the preparation of a training manual to accompany the filmstrip "Great Expectations". This manual should make much more effective the use of the filmstrip which LTI/LLE produced last summer.

In the first quarter of this year almost 400 Planning and Evaluating Library Training Programs guides and more than 100 Using Your Nation's Capital: An Indexed Guide to Multimedia Resources in Washington, D.C. were requested, and the items were mailed to various places. The Annual Report for 1973-74 continues to be of interest to a selected number of persons in the library profession and requests for copies are filled as received.

Plans are being made for several meetings during the fourth quarter of the program year to implement the program proposal statement. One meeting will replicate a previously-held workshop which brought together library educators and administrators; a second meeting dealt with the concerns of association directors.

Attachments: (1) Report on corrections meeting - 2/13/75

HG/sl

School of Library Science
625 N. Adams St.

The Florida State University
Tallahassee, Florida 32306

July 21, 1975

LEADERSHIP IN LIBRARY EDUCATION
Quarterly Report
April - June, 1975

The major activities for the final quarter of the Leadership in Library Education institute revolved around a meeting for education directors of native Americans, and a follow-up meeting of Association executives.

It was felt that some help might be given the Director of Training, Mr. Frank Stevens, for future direction of effort from OLLR if a meeting of institute directors and others intimately concerned with education for native American media specialists could be convened. Such a meeting was held on Wednesday, April 16, 1975 at Dallas, since most of the directors were already in attendance at AECT, and they were willing to forego other scheduled meetings to discuss this area of training. A report has been issued to Mr. Stevens which provides recommendations for future funding of training programs for native Americans.

The second major responsibility of LLE in this final quarter was the re-evaluation of regional and state library associations, as reported by association executives, after a time interval of sixteen months. The purpose of the second meeting was to review and analyse what specific actions had occurred in the various organizations represented by these executives, from the time of the first meeting in November, 1973. One and a half days were devoted to this review, in which much detail and considerable scope resulted in recommendations for future association directions to the Director of Training. Miss Dorothy Anderson, former staff member of the LLE institute, served as a consultant at this meeting, and Dr. Don Ely, LLE evaluator, participated throughout the sessions.

LEADERSHIP IN LIBRARY EDUCATION – Funded by the Division of Library Programs, USOE

Ph. (904) 644-3772
644-3850

Three more filmstrips, the final ones contracted for during this fiscal year, are in the final stages of production. During the period covered by this report, Dr. Goldstein conferred with Dr. Howard Hitchens, AECT, twice on the progress and details of these filmstrips. The subjects of the filmstrips are: networking, school media center supervision, and visual literacy. AECT will again undertake the distribution of these filmstrips to a free list first, followed by sales at cost as outlined by the terms of agreement with LLE.

Two special projects of note were undertaken with the remaining funds of this year's budget. A grant was made available to the University of California at Fullerton's institute for training Mexican Americans as media specialists, for the translation of eighty 2" commercial video tapes to 3/4" videocartridge tapes. These tapes will be used for future bilingual/bicultural activities throughout the California area.

The second project was the financial support to Ms. Anne Izard, Westchester Library System, White Plains, New York, for a film to be used to inform the private sector about childrens' services in public libraries. It is hoped this vehicle will help many libraries, faced with budget decreases in the past several years, to seek assistance from private sources for the maintenance and enlargement of childrens' programs and services.

Ms. Virginia Mathews finished a manual to be used with "Great Expectations", a filmstrip sponsored by LLE which is distributed by ALA.

Also, LLE made possible a site visit to Dr. Norman Higgins' institute at Arizona State University, by Mrs. Grace Dunkley of the University of Southern California in early May.

It is also notable that continued interest exists for the LLE publications, "Planning and Evaluating Library Training Programs" and "Using Your Nation's Capitol", 262 copes and 26 copies respectively, having been mailed during this quarter.

The off-campus facilities of LLE were closed in mid-June, and correspondence and equipment were returned to the School of Library Science.

While the LLE institute officially terminated June 30, 1975, the no-cost time extension granted through August 30,

1975 will enable the Director and his secretary to complete the annual report and supervise the final stages of outstanding commitments. There will be no additional report such as this, since the annual report will encompass those activities included in the extension.

Harold Goldstein
Director - LLE

HG/sl

APPENDIX F

Outside Evaluator's Report --
Dr. Donald P. Ely

Evaluation of the
Leadership Training Institute
Florida State University
School of Library Science
1974-1975

Donald P. Ely
Center for the Study of Information and Education

August 30, 1975

Evaluation of the
Leadership Training Institute
Florida State University
School of Library Science

1974-1975

EVALUATION DESIGN

This is the third year that the evaluator has assessed the program of the Leadership in Library Education (LLE) project (formerly the Leadership Training Institute - LTI). While this document is an evaluation of the 1974-1975 program, a three year perspective is presented at the end of the report.

Limitations of time and funding dictated only a post hoc (or summative evaluation) rather than a process (or formative evaluation) and a summative report as was the case for 1973-74. The basic approach to this type of evaluation is discrepency analysis, i.e., a report of what actually occurred in relation to the goals and objectives which were stated in the original proposal.

To elicit data for the discrepency analysis, the evaluator attended three meetings and seminars sponsored by LLE, read the reports of sessions not attended, and met with the Project Director in person on five occasions and talked with him by phone many times. The quarterly reports to the Bureau of Libraries and Learning Resources (BLLR) were also reviewed.

To obtain data for the evaluation of products, questionnaires were sent to users of the products and distribution information was obtained from the agencies who distribute the products (ALA, AECT and Florida State University).

All of these procedures provide raw data upon which judgments can be made. Interpretation of the data and assessment of the impact of LLE has been accomplished by the evaluator and responsibilities for these analyses rest with him.

ANALYSIS OF OBJECTIVES

The goals and objectives of LLE, as stated in the original proposal (pp. 9-10), are used as the basic reference point for this evaluation. The mix of goals and objectives combines the general and the specific. This assessment will attempt to look at the specific outcomes rather than the general. It should be noted that the original goals and objectives were predicated on a budget which was twice than the actual funding. Therefore, it should be assumed that a reduction in magnitude was necessary and if some objectives were not achieved it could be posited that the reduction of funding did not permit the attainment of all objectives at their original level.

1. Refinement of consultant services and management seminars for HEA Title II-B institute directors and staffs in order to upgrade and update leadership skills:
   a) strengthen site visit program;
   b) new package programs; interpretation and information sharing of available materials;
   c) other forms of technical assistance;
   d) information exchanges between experienced and new program directors.

The services begun by the LTI were to be continued by the LLE. The value of the site visits during the previous two years indicated that increased emphasis should be placed on this service. Unfortunately, only two site visits were made: (1) by the Director (to East Tennessee State University) and (2) by Ms. Dorothy Anderson, Consultant, to Fort Worth College of the Holy Name. Lack of staff and money meant that this objective could not be achieved.

There were no new package programs which were to provide interpretation and information sharing among institute directors or other members of the profession. However, one seminar (for library association executives) brought about extensive information sharing among participants of that seminar both during and after. Ms. Margaret Myers, Office for Library Personnel Resources, Library Education Division, representing the ALA at the seminar has shared continuing education information to all participants. Her best effort was "The Whole Continuing Education Catalog" issued in July, 1975. This packet of continuing cost education information was a direct result of the lbirary association executives seminar sponsored by LLE. The objective was partially attained as a result of this effort.

Other forms of technical assistance were provided to Ms. Ann Izard of the Westchester County (N.Y.) Public Library System to promote the contribution of private funds to assist the public libraries whose budgets had been cut and to Mr. Pat Sanchez of California State University: Fullerton, for transferring bilingual education

material from 2" commercial videotapes to 3/4" videotapes for use in school media centers. Assistance was given to Dr. Arnoto Trejo of the University of Arizona to attend the Reforma meeting at ALA Mid-Winter. The technical assistance objective was achieved.

Information exchanges between experienced and new program directors were achieved in the LLE - sponsored meeting of experienced and new directors at the ALA Convention in New York in July, 1974 and, to a lesser extent and in a less formal manner in the January, 1975 Mid-Winter meeting of ALA in Chicago.

2. Building on national planning activities conducted in 1973-74, and the sponsorship of, and participation in, seminars or workshops which will:

   a) define future training responsibilities of various groups within the library profession e.g.: educators, administrators, evaluators, associations, etc.;

   b) devise training methodologies and consider alternative non-traditional educational patterns;

   c) establish communications between library educators and related groups and their constituents;

   d) plan strategies for implementation of future training;

Future training responsibllities were defined in an indirect manner. The three key seminars held during the year (Correctional Institution Library Training, February 13-14, Washington D. C.; Library Education for American Indians, April 16, Dallas, Texas;

and Role of Library Associations in Training for Library Services 1975-1980, May 15-16, Kansas City, Mo.) all developed future training needs as one outcome of each meeting.

The only training methodologies mentioned (but not devised) were by inference in discussions at the three seminars. Reports of current training methodogies were documented but no formal assessment of their value was made nor were recommendations for alternative patterns suggested.

Communications between library educators and related groups were not established. A follow-up of the 1974 seminars of library educators was planned, but the lack of funds prevented the 1975 seminar from being held.

Planning strategies for future training was limited to the deliberations of the library association executives who emphasized various procedures for continuing education of their membership. The other two seminars did not specifically discuss the issue although the reports could be interpreted to determine possible future training strategies.

The major short coming of all these admirable efforts is that the results of these three seminars have not been disseminated to the schools who will be training future professionals. There is much new information regarding training needs in these reports, but it has not reached the audience who would be able to implement some of the recommendations.

3. Sustaining a deliberate program of documentation and dissemination of reports, findings, resource materials and products to:

   a) institute personnel; USOE

   b) Leadership Planning and Advisory Groups:

   c) selected practitioners in library and related fields;

   d) Library Press and other appropriate media.

The LLE did sustain its dissemination program to institute personnel and other library professionals by making its publications and audiovisual resources produced during the previous two years available to the profession. 928 copies of Planning and Evaluating Library Training Programs were distributed during the year; 179 copies of Using Your Nation's Capitol were also distributed. Detailed reports of the distribution of five sound filmstrips are given later in this document. Over 300 copies of last year's annual report and evaluation were distributed to library leaders, library school deans, state library agencies, institute directors and directors of major public and academic libraries. This objective was achieved.

SPECIFIC PROGRAMS

The specific programs of the LLE focus on sponsored meetings, product development and distribution and technical assistance. Each separate program is reviewed.

Meetings

The first meeting held was for directors of institutes held in conjunction with the ALA meeting in New York on July 9, 1974. The meeting was designed as an informal gathering in a hotel suite for new directors and experienced directors. The purpose was to share experiences and to introduce LLE and its services to the new directors. It was brief (two hours) and suffered from a lack of organization. Many people who came were not sure why they were there and the results were nebulous. An attempt to highlight programs for American Indians and Chicanos did not help the directors who had other concerns. While various people were asked to speak, the informality of the request and the subsequent off-the-cuff nature of their comments did not attain the stature and utility of previous separate director's mmetings designed for the purpose of orientation and guidance.

The program, Correctional Institution Library Training - Its Impact and Its Support, was held in Washington, D.C. on February 13 and 14, 1975. The focus of the program was on how library education programs can help to meet the needs of correctional institution librarianship. A secondary purpose was to assist the Bureau of Libraries and Learning Resources in determining the nature of its future support of these specialized programs. As a result of this meeting, a variety of crucial issues were raised. Models for training programs were outlined. The relatively small number of participants in the seminar and the intensive period of discussion yielded a useful report with appropriate and feasible recommendations. The purposes

of the meeting were attained and LLE should be commended for its effort.

Library Education for American Indians was held in Dallas, Texas on April 16, 1975 with informal discussions carried over to April 17. The purpose was much the same as the correctional institutions meeting - for individuals involved in library training programs for American Indians to exchange information about their projects and to develop recommendations to the Bureau for future support of these training programs. The meeting was characterized by open and frank discussions of problems, successes and impact of the programs. The recommendations were realistic and based on solid evidence. The meeting succeeded in achieving its purposes. It should stand as an important reference point for future planning and funding.

The Seminar for Library Association Executives was held in Kansas City, Missouri on May 15-16, 1975. Sixteen months after a group of library association executives was convened for the purpose of discussing their role in continuing education leadership for the 70's, a second meeting was held with the same persons (or substitutes from the same organizations) in attendance. The first meeting broke ground for initial consideration of the topic which had never before been discussed by this group. It produced a useful exchange of ideas, identification of resources, strategies for future programming and a commitment on the part of each association executive to make continuing education a priority in each organization. At the end of

such a meeting one cannot help but wonder whether the enthusiasms and resolves which often result from intensive sessions involving like-minded people would yield any of the aspirations stated during the meeting.

The follow-up meeting (a rarity in itself) held 16 months later exceeded the fondest expectations of the LLE staff. Individuals who attended the first meeting returned with reports of specific continuing education activities which their associations were providing. It was evident that the first meeting had provided some impetus, and new ideas. Continuing education had been given a priority as shown by the report of each association represented. New resources had been produced; committees had been formed; programs had been run; needs assessments had been conducted and plans for even more activity were apparent.

The reports were delivered with obvious relish and prospects for future continuing education were expressed with guarded optimism. The minutes of the meeting will provide specific details.

From the evaluator's viewpoint, there appeared to be an excellent _espirit de corps_ among the group. There was an openness and frankness not normally found in groups where peer opinion is important. Individuals had done their homework; reports were well-prepared for the most part. No one person dominated the scene and all were engaged in lively discussions.

An evaluation of the meeting was conducted immediately following

the last session. There were ten respondents using a form developed by LLE. There were strong agreements on all elements of the evaluation:

1. The agenda was: well structured (7); flexible (2); too structured (1).
2. The presentations were: most useful and valuable (6); fairly interesting (2).
3. The results of the meeting were: useful and exciting (7); about average (3).
4. Another meeting is: necessary and useful (10). Several suggestions for agenda items included relating LLE to CLENE: cooperative evaluation of continuing education materials and develop procedures for interagency cooperation.
5. The staff of the institute were: very well prepared (8); somewhat unconcerned and off-handed (1); adaptable (1).

One major disappointment was with the general lack of knowledge about the NCLIS/CLENE report - the most significant continuing education activity to occur in the library field between the two meetings. Most association executives had not received the report nor had they seen a copy. The information contained in this report would be of tremendous help in planning continuing education activities.

The second meeting was a good investment of BLLR funds. The long range effects of bringing such people together will be felt. The thousands of library personnel who were represented in this meeting through their executive secretaries will be the benefactors of this effort.

Products

While no new products were actually released during the 1974-75 program year, there was continued demand for existing products produced during the previous two years and two new products were commissioned for release later in 1975, after the completion of this evaluation.

The distribution of existing publications was noted earlier. The worth of the monograph, Planning and Evaluating Library Training Programs must be assumed by the distribution of nearly one thousand copies during the fiscal year, two years after publication. Realistically, it must be assumed that free distribution and requests for quantities (rather than single copies only) could influence the large number of copies distributed.

The ComPAC kit, which was field tested and evaluated extensively last year, was loaned 14 times during the current year. There were no changes in the package due to limitations of staff and funding. The continued demand for loan and the assumed use by those agencies with whom kits are permanently deposited make the investment for this product a justifiable expenditure.

Five sound filmstrips were put into full distribution during the current year. Copies of each sound filmstrip were distributed to key users during the past year (1973-74). It seemed appropriate, therefore, to assess the use and impact of these five products to determine how they were being used, by whom, and the type of results being attained. Three sound filmstrips are being distributed by AECT:

Building Bridges to the Future

Go People in the Go Colleges

A New Direction for Libraries

Two are being distributed by ALA:

Great Expectations: The New Librarian and the New User

Helping People Cope: Making Libraries Work

To obtain some idea of magnitude of distribution, data were sought involving number produced and the nature of distribution. The following table summarizes the distribution data:

	No. prints produced	No. distributed free	Number Sold	Number Remaining
BUILDING BRIDGES	621	420	138	300
GO PEOPLE	600	329	185	146
NEW DIRECTION	600	329	96	13
GREAT EXPECTATIONS	172	12	125	40
HELPING PEOPLE COPE	226	61	115	50

These data have to be considered approximate. The AECT distribution records are as of January 31, 1975. The ALA records are as of March 31, 1975. The numbers are reported as given by each organization and do not agree between totals and the number produced, the number distributed and the number remaining. The free distribution was to a blue ribbon mailing list of state librarians, deans of library education programs, institute directors, major academic librarians and individuals who had been identified as major leadership persons in the United States.

To determine the nature and frequency of use and the impact of the products a mail survey was conducted. A random sample of owners of each sound filmstrip was drawn ranging from 8% to 32% (average 17%) depending upon the number distributed - a smaller percentage from the larger group. The questionnaire (Appendix A) was designed to permit quick and specific responses regarding use.

Since ALA policy prohibits the release of names of purchasers of materials, arrangements were made with each office distributing each filmstrip to distribute the questionnaire. Their covering letter is included in Appendix A.

Although the responses averaged only 30%, there is sufficient data upon which to make some comments. The relatively low response may have been caused by the lack of a stamped self-addressed envelop and, for the ALA-distriubted questionnaires, the emphasis on voluntary response may have hindered replies.

An attempt was made to differentiate between use made by those organizations who had received free copies and those who had purchased the material by coding the questionnaires. There was no difference in the amount of use or the nature of use by the two groups.

A summary of the responses follows:

BUILDING BRIDGES TO THE FUTURE

11 Responses (24%)

Number of uses	-	25		
Types of use	-	3	-	Instruction
		6	-	In-service training
		1	-	Program material

Number of viewers - 1018

Impact - No significant comments

GO PEOPLE IN THE GO COLLEGES

12 Responses (26%)

Number of uses - 21

Types of use - 5 - Instruction
5 - In-service training
2 - Program material

Number of viewers - 740

Impact - - An "effective" presentation
A rather dull presentation

A NEW DIRECTION FOR LIBRARIES

14 Responses (31%)

Number of uses - 16

Types of use - 5 - Instruction
7 - In-service training
4 - Program material

Number of viewers - 931

Impact - - Good ideas for change; helpful for planners

HELPONG PEOPLE COPE: MAKING LIBRARIES WORK

16 Responses (35%)

Number of uses - 9

Types of use - 3 - Instruction
10 - In-service training
3 - Program material

Number of viewers - 280

Impact - - Favorable comments from viewers.
Sets stage for course in serving the unserved.
Unnecessarily long.
Little to say, impact nil
Does not involve viewers
Too few examples of program in action.

Questionnaires for GREAT EXPECTATIONS: THE NEW LIBRARIAN AND THE NEW USER were not sent until July 17 thus arriving in the middle of the summer. As of the date of this report, only three responses were received and therefore are not included in tabular form. It has not had a significant amount of use, but it is perceived as being useful for instruction (especially in an Introduction to Librarianship course) and in-service training.

Simple extrapolations are difficult to make because it cannot be assumed that those who did not respond and those who were not included in the survey are using the materials at the same magnitude as those who did respond. Therefore a conservative estimate of 50% of the totals is used to come up with some "feeling" for the amount of use. For the four sound filmstrips with sufficient data it could be said that there were 166 uses primarily for in-service training and, to a lesser extent, for training. There have been 8,411 viewers. No sufficient evidence exists to make any comments on impact. An unbiased analysis would have to indicate that there has been little major impact from the use of the materials and there is some doubt as to whether or not many of the materials distributed have actually been used.

Reviews of three of the sound filmstrips appeared in the February 15, 1975 Booklist. Building Bridges... was criticized for a minor technical flaw, "There are several photographs...that are overexposed or static by virtue of focusing on several discussion groups and official meetings." Go People...is generally well-received

in the review except for a technical problem: "Posed photographs which sometimes result in stiff and uncomfortable figures attempting to look causal and relaxed, are set to an upbeat narration...." Great Expectations comes off rather well in the review except for some criticism of the length and information density. In conclusion, the review says, "...this is one of the most comprehensive examinations of the programs and services of librarians and the functions of their professional organization...."

Consultation and Technical Assistance

Direct assistance was provided to institute directors through the Director's meeting at the New York ALA meeting and the Chicago Mid-Winter meeting. Evaluation booklets and sound filmstrips were sent to directors and a number of telephone calls were received. Site visits were made to two locations and assistance was given to Reforma, the Westchester County Public Library and California State University: Fullerton. No attempt was made to assess the effectiveness of these activities.

CONCLUSIONS

The conclusions for 1974-75 must be tempered by the fact of a reduced budget. When one considers that the entire program was run by a director spending 20% time and an administrative assistant spending 50% time, the accomplishments are exemplary. If all of the objectives were not fully attained, the reduction of activity and

effectiveness can be directly attributed to the limited time available for the program.

1. All of the objectives were acheived to some degree, but particularly the objective in relation to holding seminars and providing consultative services and the objective related to dissemination.
2. LLE provided a viable and useful continuation of the program initiated as LTI during the two previous years. The continuity offered a point of contact for directors of institutes for the current year and previous years.
3. The sound filmstrips developed during the two previous years are being distributed and are being moderately used by library educators primarily for in-service training (continuing education) and to a lesser extent for instruction and program material.
4. The ComPAC kit continues to be used by library education programs throughout the United States.
5. Technical and consultative services were targeted to individuals and institutions which have the potential for a multiplier effect.
6. LLE provided leadership and services to the library profession which would not have been possible directly through the Bureau of Libraries and Learning Resources.
7. Continued operation of some aspects of the LLE program have been insured by arrangements with ALA, AECT and Florida

State University. None of the continuing arrangements is at government expense.

8. The judicious use of consultants on a per diem basis extended the effectiveness of the LLE program beyond that which could normally be achieved by a limited staff.
9. Leadership and coordination of activities related to minority populations of our society contributed extensively to our knowledge about serving the unserved populations, e.g. inmates in correctional institutions, American Indians and Spanish-speaking Americans.
10. An extensive network of professionals in library education has been established through active contacts with directors of institutes, library educators, library administrators and library association executives.

RECOMMENDATIONS

Since this is the final year for LLE sponsorship by the Bureau of Libraries and Learning Resources, the recommendations are addressed to the profession, but more particularly to the Bureau since support for leadership activities presumably will continue to be available.

1. Maintain contact with the network of library professionals which has already been established. Perhaps a newsletter from the Bureau would be a first step in solidifying the network.
2. Continue to distribute the sound filmstrips and ComPAC through organizations currently distributing each product.

3. Continue to hold formal directors meetings as soon as possible after grant awards are announced each year. This should be a separate, organized activity.
4. Use the LLE staff, former staff and consultants as BLLR consultants for technical assistance and specific activities.
5. Review the reports of the seminars on correctional institutions and American Indians to develop policies for future support of programs in these areas.
6. Use the core of library association executives who met for two years as contact points for the new Continuing Library Education Network and Exchange (CLENE). They offer immediate channels for implementation.
7. Identify a contact point within the Bureau to serve as an information clearing house for institute directors and other library professionals who have used LLE for this purpose in the past.
8. Consider establishment of a program similar to the LLE to provide those leadership and technical services which cannot be handled by the Bureau in-house.

A FINAL WORD

In this final evaluation of a three year program it is sometimes gratifying and sometimes disappointing to review the evaluation, conclusions and recommendations of the previous years to determine

whether or not the program has made any difference in the profession. It is safe to say that the program objectives have been achieved and that the profession has gained considerably from the efforts of LLE (and previously, from LTI). The recommendations of the evaluator were taken seriously each year and almost every recommendation was acted upon except in cases where funding limitations prohibited further investments.

One way of assessing the effectiveness of any project is in the residue it leaves after the program ends. There is much residue resulting from LLE: (1) a staff of trained people who can consult on matters pertaining to the organization, management and evaluation of institutes in librarianship; (2) a summary of institute reports (prepared for ERIC); (3) a network of concerned and trained professionals (institute directors) who have addressed special needs in library education; (4) publications of worth and continued utility; (5) seven sound filmstrips and a multi-media kit which will continue to be used in library education programs; (6) a data base regarding needs and procedures for preparing library professionals to serve minority segments of our population; (7) an informed group of professionals (association executives and library educators) who are more alert and tuned in to the need for continuing education; (8) an awareness on the part of ALA, and to a lesser extent, AECT, that funds invested by BLLR/USOE do yield positive dividends which affect the entire profession; (9) protocols for continuing activities such as director's meetings, seminars and site visits have been

established and would make subsequent activities of a similar nature much easier to handle; and (10) several library organizations have been started and continue to flourish, e.g., Reforma.

The work of LLE has been so successful that some mechanism will have to be created to fill the vacuum. The logical location would be the Bureau, but limited staff might preclude this possibility. Another opportunity might be through the American Library Association whose responsibility it is to advance the field in a variety of ways. Still another possibility is to hire a cadre of consultants on personal services contracts to serve specified roles, e.g., consultant to librarianship for American Indians, consultant of institute evaluation, consultant on seminar development, etc. An LLE-type organization is a necessary adjustment and support service for continued growth and development of library education programs.

APPENDIX A

Center
for the Study of
Information and
Education

Over the past three years the Leadership in Library Education Program (formerly the Leadership Training Institute) has produced and distributed several sound filmstrips for the library/media profession. You currently have one of these sound filmstrips in your collection.

I have been asked to determine the use which these materials have had and their impact (if any). This information will help to determine whether or not the program should be continued. In these days of limited dollars, we want to invest funds where they will make the greatest professional contribution. Your response to the questions below will help.

TITLE OF FILMSTRIP:

NUMBER OF USES:

TYPES OF USE: _____ Instruction (formal courses)

_____ In-service training (workshops, staff meetings)

_____ Program material (conferences)

_____ Other (please describe) _____

APPROXIMATE NUMBER OF PEOPLE WHO HAVE VIEWED THIS TITLE _____

ANY EVIDENCE OF IMPACT? (e.g. course content altered; comments by viewers; extensive demand)

Please return to: Donald P. Ely, Director
CSIE
130 Huntington Hall
Syracuse University
Syracuse, New York 13210

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

MEMORANDUM

May 27, 1975

TO: Purchasers
"Helping People Cope: Making Libraries Work"

FROM: Jean E. Coleman, Director
Office for Library Service to the Disadvantaged

RE: Questionnaire

The enclosed questionnaire concerning a filmstrip and cassette, which you purchased through the American Library Association, is self-explanatory. Answering the questionnaire is completely voluntary.

If you wish to participate, please use the enclosed form and return to Mr. Donald Ely as indicated on the form.

JEC:la

Encl.

American Library Association

[redacted]

To: Purchasers of "Great Expectations" Filmstrip Package Date: July 17, 1975

From: Guy Marsh, Director of Marketing

Re: Enclosed Questionnaire

The enclosed questionnaire is intended by the Center for the Study of Information and Education to evaluate the use and impact of the filmstrips/cassette package you purchased through the American Library Association.

We have offered to assist Mr. Ely, the Director of CSIE, by forwarding copies of the questionnaire to a random sampling of purchasers. Your completing it and returning it to Mr. Ely are purely voluntary.

dp
Enclosure